



THE PRESIDENT'S Higher Education Community Service Honor Roll

<http://myproject.nationalservice.gov/honorroll/>

President's Higher Education Community Service Honor Roll Application

Program Purpose: The President's Higher Education Community Service Honor Roll recognizes higher education institutions that reflect the values of exemplary community service and achieve meaningful outcomes in their communities. The Honor Roll is part of the Corporation for National and Community Service's strategic commitment to engage millions of college students in service and celebrate the critical role of higher education in strengthening communities. Presidential Awards are made for General Community Service and for service in the Special Focus area identified in this year's Application Guidance.

Uses of information: Information provided in the "exemplary project" descriptions may be published in connection with the Honor Roll on the Corporation for National and Community Service (CNCS) website. Information provided by this collection will be held solely by CNCS staff.

Required fields are marked with a red asterisk (*)

Institutional Information

Institution of Higher Education:	North Park University
	<i>(Official institutional name, as you would like it to appear on the Honor Roll Certificate and in the Program Book)</i>
Institution Address: <i>(List the school's mailing address used for receiving UPS packages. UPS generally does not deliver to a PO Box except in rural areas)</i>	Street Line 1: 3225 W Foster
	Street Line 2:
	City: Chicago
	State: Illinois
	ZIP code: 60625
	Telephone:
	Fax:
	E-mail address: dparkyn@northpark.edu
Name of chief executive officer:	First name: David
	Last name: Parkyn
	Title (President, Chancellor, other): Dr
Mailing Address:	Street Line 1: 3225 W Foster
	Street Line 2:
	City: Chicago



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	State:	Illinois
	ZIP code:	60625
	Telephone:	(773) 244-6200
	Fax:	
	E-mail address:	dparkyn@northpark.edu
Name of Person Submitting Application:	First name:	Richard
	Last name:	Kohng
	Department / Office:	University Ministries
	E-mail address:	rkohng@northpark.edu
Campus Service Coordinator:	First name:	Richard
	Last name:	Kohng
	Department / Office:	University Ministries
	E-mail address:	rkohng@northpark.edu
Contact Person Address:	Street Line 1:	3225 W Foster Ave Box 20
	Street Line 2:	
	City:	Chicago
	State:	Illinois
	ZIP code:	60625
	Telephone:	
	Fax:	
	E-mail address:	rkohng@northpark.edu
Institution's code	IPEDS (6 digit)	147679
	and 8-digit OPEID number	00173500
Total student enrollment (graduate and undergraduate, full and part-time):	3223	
Employee Identification Number (EIN):	36-1557840	
Institutional type (Check one):	<input type="radio"/> Two-year public <input type="radio"/> Four-year public <input type="radio"/> Graduate students only, public <input type="radio"/> Two-year private <input checked="" type="radio"/> Four-year private <input type="radio"/> Graduate students only, private	



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☐ Other (please describe)

Please describe: _____

Please indicate if your college or university is a:

- ☐ Alaska Native Serving Institution
- ☐ Asian American and Pacific Islander Serving Institution
- ☐ Hispanic Serving Institution
- ☐ Historically Black College/ University
- ☐ Native Hawaiian Serving Institution
- ☐ Native-American Serving (Non-Tribal) Institution
- ☐ Predominately Black Institution
- ☐ Predominately Minority Population Community College
- ☐ Tribally Controlled College/University

Is your Institution religious or faith-based?

- ☒ Yes
- ☐ No

Have you ever been a member of the Honor Roll?

- ☒ Yes
- ☐ No
- ☐ Don't know/ data not available

If yes, have you ever emphasized in your marketing materials (website, brochures, etc) membership on the Honor Roll?

- ☒ Yes
- ☐ No
- ☐ Don't know/ data not available



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How did your institution learn about the Honor Roll program? (Check all that apply):

- ☐ ACE Annual Meeting
- ☐ CNCS's letter to higher education chief executives
- ☐ Media advertisement
- ☐ Media news story
- ☐ National Conference on Volunteering and Service
- ☒ Website
- ☐ Outreach (website, newsletter, etc.) by CNCS or its programs
- ☐ Outreach by another higher education organization
- ☐ Outreach by Campus Compact

Definitions

Community service means activities designed to improve the quality of life of off-campus community residents, particularly low-income individuals. Community service activities may include but are not limited to: academic service-learning, co-curricular service-learning (not part of an academic course, but utilizing service-learning elements) and other co-curricular student volunteer activities, as well as Work-Study community service and paid community service internships. Community service includes both direct service to citizens (e.g., serving food to the needy) and indirect service (e.g., assessing community nutrition needs or managing a food bank). Academic service-learning means: service that is integrated with academic course content. It may involve direct or indirect service, and may include academic research.

CNCS programs include: AmeriCorps*VISTA, AmeriCorps*State and National, AmeriCorps*NCCC, Learn and Serve America, and Senior Corps.

Academic term means quarter, semester or trimester.

****All estimates requested in this application are for the 12-month period ending June 30 of the Honor Roll year****

Institutional Commitment to Service Statement

Describe your institution's commitment to service; provide the background and context of this commitment and brief, varied examples of how it is demonstrated on campus and in the institutional culture. This is your opportunity to explain the culture of service that exists at the institution and the impact that this culture has on the community.

This statement **MUST** include:

- Detailed discussion of the institutional commitment to service, including:
 - Explanation of the commitment of institutional resources to support service
 - Brief examples of this institutional culture of service as it is integrated into campus activities;
- Explanation of how that institutional commitment is implemented in the campus culture, academic programming and extracurricular activities;
- Discussion of the impact and effect of this commitment to service in the community; and
- Description of the conditions in the community that drove your institution to engage in service.

North Park University's involvement in community service is integrated into the mission and vision of the institution. The mission of



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North Park University is "to prepare students for lives of significance and service through education in the liberal arts, professional studies, and theology. Our vision, building on our core institutional identity--Christian, urban, multicultural--is to fashion a university of uncommon character and enduring excellence where faith, learning, and service meet." Engagement with and service to the community beyond the campus borders is an imperative of North Park's mission and vision statements. Through academic service learning projects to year-round service projects organized through University Ministries in their Urban Outreach and Global Partnerships programs, the North Park community is encouraged to participate in service.

Each year co-curricular activities bring together students, staff, administrators, faculty and alumni for community service. By participating in university-wide projects, faculty, administrators, and staff join with students to create a unified service commitment to Chicago and surrounding areas. Projects include service day activities around the Dr. Martin Luther King holiday, a spring neighborhood clean-up service day, an annual block party, and a holiday gift program among others. In addition, the entire campus responds to disaster relief when needed. The North Park community is deeply involved in the North Park Friendship Center (a local non-affiliated food pantry) where many faculty, staff, and students volunteer. Facing food shortages due to funding cutbacks, North Park has rallied to raise awareness about hunger in the neighborhood and has coordinated food drives.

The faculty and staff serve on the boards of many neighborhood organizations where students also serve as interns. North Park staff is actively involved in board service at the Albany Park Community Center, the Albany Park Chamber of Commerce, the Albany Park Neighborhood Council, the North River Commission, the North Park Friendship Center, and many other community boards through the Chicagoland area. The University is surrounded by five Chicago public schools where staff and students tutor English and math, do their student teaching assignments, and volunteer in programs.

North Park's esteemed Axelson Center for Nonprofit Management offers classes to neighborhood nonprofits so they can increase their sustainability through education in board development, fundraising, volunteer, and financial management. Many students in the School of Business and Nonprofit Management serve in internships in the Albany Park neighborhood and throughout the city. After graduation, students often remain in the community to continue working with nonprofits while others proceed to start nonprofit service groups to meet local or global needs.

The Albany Park community, which is home to North Park University, is one of the most diverse communities in the United States and has one of the highest percentages of foreign-born residents in the Chicagoland area. It is the third most diverse zip code in the United States. The neighborhood is a port of entry for immigrants from around the world. New residents hail from Mexico, Guatemala, the Philippines, India, Korea, Cambodia, Somalia, Bosnia, Romania, Iraq, Iran, and dozens of other countries. Over 40 languages are spoken in neighborhood public schools. Many of these immigrants, struggling to find work in these precarious economic times, are low income and live below the poverty level. There is a high percentage of low-income students at two of the schools bordering the campus. At the Albany Park Multicultural Academy, 94.4% of the students are low-income; at Hibbard Elementary School, 96.5% are classified as low-income. Food security, adequate housing, and affordable health care are urgent issues for many neighborhood residents.

Apply for Competition

Which competition is the institution applying for?

☒ General Community Service



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☐ Special Focus Area

Sub-Category

- ☐ Promise Neighborhoods
- ☐ Summer Learning
- ☐ Innovations in Early Childhood Education



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Definitions:

Scope assesses the breadth and depth of the project. Factors include: number of students serving (relative to school size), time dedicated to service, institutional staff support, participation and time committed, expertise utilized, collaboration with other organizations, leveraging of college or university, and community resources, and innovative use of creative solutions to address local problems.

Evidence of Project Effectiveness includes the estimated number of individuals served, and measurable effects of service in the community (e.g., number of houses cleaned, renovated, built, etc.).

Impact on Community describes either short - or long - term benefits of the service to the community. The project will be assessed on the evidence provided to demonstrate measurable impacts on the community.

Required fields are marked with a red asterisk (*)

General Community Service: Exemplary Project Descriptions



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Project 1

Project title North Park Justice Summit

In this section, select one (1) service project that best exemplifies the "Institutional Commitment to Service Statement." This section provides the opportunity to explain, in detail, the service project, the connection of the project to the larger institutional commitment to service, and the impact of this service in the community

The project selected for this section should be the one that most clearly aligns with the Institutional Commitment to Service Statement. This project should demonstrate the clearest connection to the institutional support for and commitment to service, and the strongest impact in the community.

Provide details pertaining to each of the three evaluation categories: Project Scope, Evidence of Project Effectiveness and Impact on Community. (See Application Guidance for definitions.)

This project description MUST include:

- Explanation of the project and indication of the specific service provided, including:
 - Who from your institution participates in the service (faculty, teachers, students, etc.);
 - Who benefits from the service;
 - Detailed evidence, including quantification, and description of the project's benefits to the population served; and
- Clear connection to the Institutional Commitment to Service Statement.

A strong project description SHOULD also include:

- Program practices or institutional support elements that were found particularly helpful or effective;
- Indication of whether student participation was during regular academic sessions or during summer or other breaks (indicate frequency of service);
- Collaborations with community agencies, including K-12 schools; and
- Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs.

In discussions with community partners and community based organizations, many articulated the need for training staff, professional development and having a forum where best practices could be articulated and discussed. Students, faculty and staff also articulated that this would greatly aid them in overcoming uncertainties in engaging the community. As a result, the North Park Justice Summit was created in order to bring together the assets of the University community, community based organizations and students, faculty and staff from various universities and the public at large for the purpose of engaging in dialogue around service and justice. On March 23-24, 2012, over 1000 people came to North Park University to hear from nationally recognized keynote speakers engaged in service and justice causes. Researchers and public intellectuals on the forefront of best practices such as Dr. Jody Kretzmann from Northwestern University and local practitioners including Donnita Travis from By the Hand Club for Kids held workshops on community development and service in under resourced communities. Attendees also had the option of joining in a public meeting aimed at supporting communities deeply affected by the foreclosure crisis. Over 300 people from the community attended this meeting and contributed to the discussion. There were over 40 booths available to community based service organizations that utilized the event in order to increase exposure and inform participants of volunteer opportunities. Local sponsors such as Starbucks, McDonalds and Cermak Produce helped provide meals for participants. The University provided in-kind contributions totalling over \$20,000 in order to facilitate the event. The University is hopeful that this conference can continue in the future in order to encourage students, faculty and staff to keep service and justice in the forefront of the University's ethos.



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Participating students Number: 800

Service hours: 1600

Participating faculty/staff Number: 200

Service hours: 400

Estimated Number of 3000

Individuals Served

Evidence of Project
Effectiveness:

☒ Economic Opportunity

☐ Houses built

☐ Meals served

☐ Hours of job training and support provided

☒ Housing support

300

☒ Education

☐ Students tutored/mentored

☐ Students assisted in undertaking service-learning

☐ Books read

☒ Training and resourcing through workshops

750

☐ Environment

☐ Community gardens built

☐ Streams monitored/remediated

☐ Bags of garbage collected

☐ Cans and bottles recycled

☐ Other

☐ Health

☐ Number of people provided with health screenings



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- ☐ Nutrition/healthy living lessons taught _____
- ☐ Other _____
- ☐ Veterans and Deployed Personnel _____
- ☐ Veterans assisted with reintegration into the
community _____
- ☐ Military families assisted _____
- ☐ Other _____
- ☒ Other _____
- ☒ Capacity building of community leaders 100



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Project 2

Project title Dialogue II: Ethical Consumerism Academic Service Learning Class Project

In this section, select one (1) service project that best exemplifies the "Institutional Commitment to Service Statement." This section provides the opportunity to explain, in detail, the service project, the connection of the project to the larger institutional commitment to service, and the impact of this service in the community

The project selected for this section should be the one that most clearly aligns with the Institutional Commitment to Service Statement. This project should demonstrate the clearest connection to the institutional support for and commitment to service, and the strongest impact in the community.

Provide details pertaining to each of the three evaluation categories: Project Scope, Evidence of Project Effectiveness and Impact on Community. (See Application Guidance for definitions.)

This project description MUST include:

- Explanation of the project and indication of the specific service provided, including:
 - Who from your institution participates in the service (faculty, teachers, students, etc.);
 - Who benefits from the service;
 - Detailed evidence, including quantification, and description of the project's benefits to the population served; and
- Clear connection to the Institutional Commitment to Service Statement.

A strong project description SHOULD also include:

- Program practices or institutional support elements that were found particularly helpful or effective;
- Indication of whether student participation was during regular academic sessions or during summer or other breaks (indicate frequency of service);
- Collaborations with community agencies, including K-12 schools; and
- Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs.

In the Spring 2012 term, the Dialogue II:Ethical Consumerism class partnered with Urban Outreach of University Ministries in order to facilitate an environmental initiative called Swap Out. As a service learning course, the curricular component addressed the environmental effects of consumerism in our society and how these challenges could be mitigated. As a capstone project, the class strategized on how to reduce the amount of waste that ended up in landfills as students moved out at the end of the school year. As part of the requirement for the class, students also discussed ways they could bring greater awareness of the issue to the campus. The Urban Outreach office facilitated the rental of two large storage containers housed on campus where students could bring unwanted items as they moved out. The Ethical Consumerism class set up shifts for collection and the organization of items as they came in. The two containers were filled to capacity with hundreds of items collected. At the end of the class, students were asked to write reflection papers on the experience. The Urban Outreach office then offered the items for free to the neighborhood over several days. The remaining items were donated to a local Salvation Army thrift store. Over 300 people from the community frequented the containers and took items to be repurposed or utilized for personal use.



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Participating students Number: 25

Service hours: 500

Participating faculty/staff Number: 3

Service hours: 100

Estimated Number of
Individuals Served 300

Evidence of Project
Effectiveness:

☐ Economic Opportunity

☐ Houses built

☐ Meals served

☐ Hours of job training and support provided

☐ Other

☐ Education

☐ Students tutored/mentored

☐ Students assisted in undertaking service-learning

☐ Books read

☐ Other

☒ Environment

☐ Community gardens built

☐ Streams monitored/remediated

☐ Bags of garbage collected

☐ Cans and bottles recycled

☒ Items claimed by local residents

800

☐ Health

☐ Number of people provided with health screenings

☐ Nutrition/healthy living lessons taught

☐ Other



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☐ Veterans and Deployed Personnel

☐ Veterans assisted with reintegration into the
community

☐ Military families assisted

☐ Other

☐ Other



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Project 3

Project title Mid-Day Mentoring Partnership with Working In the Schools (WITS) and Hibbard Elementary School

In this section, select one (1) service project that best exemplifies the "Institutional Commitment to Service Statement." This section provides the opportunity to explain, in detail, the service project, the connection of the project to the larger institutional commitment to service, and the impact of this service in the community

The project selected for this section should be the one that most clearly aligns with the Institutional Commitment to Service Statement. This project should demonstrate the clearest connection to the institutional support for and commitment to service, and the strongest impact in the community.

Provide details pertaining to each of the three evaluation categories: Project Scope, Evidence of Project Effectiveness and Impact on Community. (See Application Guidance for definitions.)

This project description MUST include:

- Explanation of the project and indication of the specific service provided, including:
 - Who from your institution participates in the service (faculty, teachers, students, etc.);
 - Who benefits from the service;
 - Detailed evidence, including quantification, and description of the project's benefits to the population served; and
- Clear connection to the Institutional Commitment to Service Statement.

A strong project description SHOULD also include:

- Program practices or institutional support elements that were found particularly helpful or effective;
- Indication of whether student participation was during regular academic sessions or during summer or other breaks (indicate frequency of service);
- Collaborations with community agencies, including K-12 schools; and
- Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs.

WITS is an "organization that promotes literacy and the love of reading among Chicago's youth by providing one-on-one tutoring and mentoring". For the 2011-2012 Academic Year, North Park University facilitated a partnership with WITS and Hibbard Elementary School, which is adjacent to campus. Through the WITS Mid-Day Mentoring program, North Park faculty and staff volunteered to read to elementary school students on a weekly basis. These volunteers focused on 3rd graders for whom English is a second language.

At the beginning of the school year, the Director of Human Resources, Ingrid Tenglin-Jamaar, offered an invitation to the faculty and staff of the University to participate in the program. The University also hosted a table at a WITS fundraiser and recently formed a group of student volunteers who now participate in a different aspect of the program.

According to WITS, approximately 90% of the students served by WITS volunteers are from low-income families. Statistics generated by WITS (<http://www.witschicago.org/impact-midday-mentoring/>) revealed in comparison studies that 14% of WITS students "showed improvement in their enthusiasm towards reading while only 5% of comparison students showed improvement". This partnership between the University, a local public school and a community based organization has proven to be beneficial as a model for other forms of community engagement across other departments on campus.



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Participating students Number: _____

Service hours: _____

Participating faculty/staff Number: 28

Service hours: 840

Estimated Number of 21

Individuals Served

Evidence of Project
Effectiveness:

☐ Economic Opportunity

☐ Houses built

☐ Meals served

☐ Hours of job training and support provided

☐ Other

☒ Education

☒ Students tutored/mentored

21

☐ Students assisted in undertaking service-learning

☒ Books read

2500

☐ Other

☐ Environment

☐ Community gardens built

☐ Streams monitored/remediated

☐ Bags of garbage collected

☐ Cans and bottles recycled

☐ Other

☐ Health

☐ Number of people provided with health screenings



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- ☐ Nutrition/healthy living lessons taught _____
- ☐ Other _____
- ☐ Veterans and Deployed Personnel _____
- ☐ Veterans assisted with reintegration into the
community _____
- ☐ Military families assisted _____
- ☐ Other _____
- ☐ Other _____



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Definitions:

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CNCS programs include: AmeriCorps*VISTA, AmeriCorps*State and National, AmeriCorps*NCCC, Learn and Serve America, and Senior Corps.

Academic term means quarter, semester or trimester.

Notice: All estimates requested in this application are for the 12-month period ending June 30 of the Honor Roll year.

Required fields are marked with a red asterisk (*)

General Community Service: Student Service Estimates

Estimate:

- a. The number of students who engaged in academic service-learning. 1700
- b. The number of students who engaged in forms of community service not including the students counted in determining a) (unduplicated count). 1000
- c. The total number of students who engaged in community service of any kind (sum of a and b). 2700
- d. The number of students who engaged in at least 20 hours of any kind of community service per academic term. 500
- e. The number of students whose service was supported by one or more CNCS programs. 12
- f. The total number of all community service hours engaged in by the institution's students. 38000



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Required fields are marked with a red asterisk (*)

Institutional Supports for Service

1. Is community service or service-learning explicitly cited in your institution's mission statement or strategic plan?
☒ Yes ☐ No ☐ Don't know/ data not available
2. Does the institution make internal budgetary allocations to support service?
☒ Yes ☐ No ☐ Don't know/ data not available
3. Does the applicant institution have at least one full-time staff member responsible for coordinating student community service or service-learning activities?
☒ Yes ☐ No ☐ Don't know/ data not available
How many? 2
4. Does the applicant institution provide scholarships or other financial rewards to students for community service, such as "matching" the Segal AmeriCorps Education Award?
☐ Yes ☒ No ☐ Don't know/ data not available
5. Does the applicant institution offer academic courses that integrate community service with academic content, i.e., academic service-learning courses, as defined above?
☒ Yes ☐ No ☐ Don't know/ data not available
Approximately how many? 65
6. Does the applicant institution require academic service-learning courses as part of the core curriculum of at least one major or disciplinary area?
☒ Yes ☐ No ☐ Don't know/ data not available
7. Does the applicant institution reward the use of academic service-learning through faculty promotion and tenure decisions, or by providing awards or professional development opportunities?
☒ Yes ☐ No ☐ Don't know/ data not available



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8. Is the applicant institution recognized under one of the Carnegie Foundation's Community Engagement classifications? (Check as appropriate):

- ☐ Curricular Engagement
- ☐ Outreach and Partnerships
- ☐ Curricular Engagement and Outreach and Partnerships

Government Supports for Service

1. Does the applicant institution utilize AmeriCorps, including VISTA, members in recruiting student volunteers or coordinating student service projects?

- ☐ Yes ☒ No ☐ Don't know/ data not available

2. Does the applicant institution have an ongoing grantee, sub-grantee or other supportive relationship with any of the following CNCS programs?

- ☐ Learn and Serve America
- ☐ Americorps*State and National
- ☐ AmeriCorps*VISTA
- ☐ AmeriCorps*NCCC
- ☐ Senior Corps

3. Please identify any ongoing relationship the applicant institution has with other Federal, State, or local government agencies in support of student community service activities

North Park University has excellent relationships with our city, county, state, and federal legislators and policy makers to promote service involvement at the University. In particular, North Park works with our local alderman, Margaret Laurino, to identify service projects in the neighborhood such as our annual service day. We also work closely with our Cook County Board Member Bridget Gainer, State Representative John D'Amico, our State Senator Ira Silverstein, and our U.S. Representative Michael Quigley.

The Paperwork Reduction Act Statement

Public Burden Statement: The Paperwork Reduction Act of 1995 requires the Corporation to inform all potential persons who are to respond to this collection of information that such persons are not required to respond unless it displays a currently valid OMD control number (See 5 CFR 1320.5(b)(2)(i)).

The President's Higher Education Community Service Honor Roll application is approved under OMB Control #: 3045-0120, expiration date 9/30/2013.



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Time Burden: The time required to complete collection of information is estimated to average 1 hour per applicant.

Use of Information: The information collected constitutes an application to the Corporation for recognition. The Corporation evaluates the application and makes decisions through the review and selection process.

Effects of Non-Disclosure: Providing this information is voluntary; however, failure to provide the information is would not allow the Corporation to assess the applicant's request for recognition. In this case, it will not be possible to consider the applicant for inclusion on the President's Higher Education Community Service Honor Roll.

Privacy Act: Information provided for this collection may be shared with federal, state, and local agencies for law enforcement purposes.